


## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.





EXTENSION SERVICE

*Review*

**FEBRUARY 1954 . . . An Extension Training Issue**

# In this Issue—

Am I Part of the Problem or Part of the Answer? <i>Mary L. Collings</i> .....	27
Training Planned To Meet Needs of People I Serve <i>S. C. Cashman</i> .....	28
Am I Doing a Good Job—How Can I Prove It? <i>Helen Baker</i> .....	29
Techniques for Balanced Farm and Home Planning <i>J. V. Pace</i> .....	30
One Golden Month <i>Nelle Thrash</i> .....	31
How Agents Are Trained .....	32
The Workshop on Human Relations Meant These Things to Me .....	33
You're Wonderfully Good for Export! <i>Geraldine G. Fenn</i> .....	35
What Summer School Means to Me .....	36
A Good Method Idea Gets Around .....	38
We Are Seven .....	39
Fellowships and Scholarships .....	41

## Ear to the Ground

• This issue was planned and developed by members of the Federal staff who teach in the regional summer schools under the chairmanship of Mary Louise Collings, Chief, Personnel Training Branch, Division of Extension Research and Training.

• It was planned to include many different kinds of training activities and a report from some of those who are taking the training. This issue is the result of willing and enthusiastic cooperation of a great many people in many places who hope you will find it useful and interesting. We will be interested to hear whether it is or not.

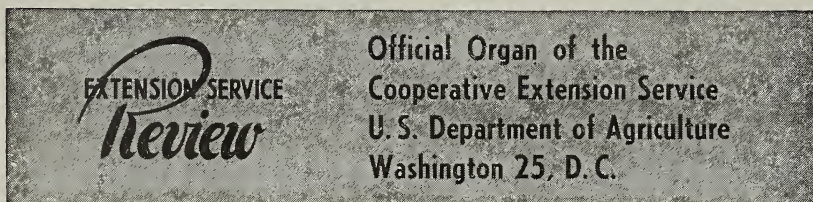
• The March issue is being developed in the same way under the chairmanship of Dr. J. L. Matthews, Chief, Educational Research Branch, of our staff. This gives a comprehensive survey of program planning. Articles by leaders in the States and examples by county extension agents whose work in program planning is widely known make it up. This issue will be used later in teaching courses in program planning, so you can get some of this same information free in easy-to-take capsules comfortably at home in your easy chair.

• With Home Demonstration Week coming up, the April issue is, as usual, featuring home demonstration work. It will include a series of county stories illustrating activities which are most prominent in the "new look" program and show results over the years which prove the fundamental value of the work to the community and the American way of life.

• Today's home in Brooks County, Tex., is in a much better position to safeguard the health of the family living in tomorrow's home because of the work of the county health committee.

• Help for young homemakers can be built on a firm foundation if the research of Dr. Christian H. Hillman of Ohio is taken into account, as reported in the "Home Life of 150 Young Families." These are but two of many such articles scheduled for April.

CBA



VOL. 25

FEBRUARY 1954

NO. 2

Prepared in Division of Information Programs,  
LESTER A. SCHLUP, *Director*  
CLARA BAILEY ACKERMAN, *Editor*  
DOROTHY L. BIGELOW, *Associate Editor*  
GERTRUDE L. POWER, *Art Editor*

Published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 8, 1952). THE REVIEW is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at \$1.00 a year, domestic, and \$1.50 foreign.



# Am I Part of the Problem

## or Part of the Answer?

MARY L. COLLINGS, Chief  
Personnel Training Section  
Federal Extension Service

IN HIS BOOK "On Being Fit To Live With," Harry Emerson Fosdick, the eminent Baptist minister, puts this question to his readers. Everywhere today, he says, the word "problem" confronts us . . . We are all in the thick of the world's game, participants in its winning or its loss, with this question rising from each of us: Am I part of the problem or part of the answer? We have a traffic problem on our American highways. You drive an automobile. *Are you part of the problem or of the answer?* "So live," Dr. Fosdick concluded, "that if everybody acted on the same principle, it would be well with the world."

We would agree with that principle, I'm sure, but do we apply it?

Let's look at Extension's personnel training against the background of Dr. Fosdick's question to his readers. Let's view training from two vantage points: that of the individual extension worker and that of the Extension Service. The individual extension worker and the Service—each has goals for training.

Increasingly, urban areas are putting new demands on extension workers. Rural situations with which extension agents deal are changing. The problems of modern farming and homemaking, more and more, are complex and confusing. Change brings problems of personal adjustment and growth. Extension workers,

once well equipped for their jobs, find new situations call for better training.

Many agents, facing the demands of modern Extension, have reset their goals and grown with the system. They are making earnest effort to equip themselves with adequate training to meet new demands. Extension administrators are sizing up needs and drafting goals for training. To those who are concerned with training goals, each person in the Service is a part of the problem or of the answer insofar as they help to attain these goals. Would you like to take your own measure of these goals to see, first, if you accept them as goals for yourself? And second, to see if, in your opinion, you are "moving your own life over," as Dr. Fosdick expresses it, to accept the responsibility to help attain these goals. Some individual goals were listed by a group of extension folks in a workshop at the University of Chicago against which you could check as a starter. The first question they asked was: "Can I be described as one who has an open mind?" As evidence they accepted willingness to try out new ideas and new ways of doing things.

The second question was: "Do I have broad interests?" Evidence on this question might be active participation in professional organizations, the kind of reading you do,

news, professional journals, magazines and books—and the kind of activities, civic and cultural, which occupy your time.

"Am I well informed in fields of professional activity?" was another leading question. Individual goals are indicated by such things as taking advantage of extension studies and other pertinent research and, of course, using such findings as were applicable to county situations; participation in studies and initiation of extension studies in the county; calling attention to problems of county that call for research by experiment station staff; attendance and participation in training meetings, workshops, and refresher courses; graduate study; and taking advantage of community resources for professional improvement. These all seem significant to the extension group at the University of Chicago, indicating a well-informed person in his own profession.

The goals of the Extension Service have been listed by the land-grant college committees on extension personnel training. To see where you stand in regard to these goals ask yourself these questions:

*Do I find and interest new people in Extension as a career?*

*Can I give college students practical field experience in extension work and orient new extension workers to the service in such a way as to make them happy, effective workers?*

*Do I stimulate interest among experienced fellow agents in handling new programs, perfecting teaching skills, organizing and working through leaders and evaluating their work objectively, and lastly, encouraging competent personnel to do graduate study as a means toward larger responsibilities, and enriching the cultural life of other extension workers?*

If you can say "yes" to most of these questions, you have moved your life over to be part of the solution in the eyes of your fellow workers and also of extension administrators. Longfellow once wrote in his diary when he came home from church, "John Ware of Cambridge preached a good sermon," and then added these five unusual words: "I applied it to myself."

# Training Planned To Meet Needs of People I Serve



Young married couples taking part in a farm and home school.

S. C. CASHMAN, County Agricultural Agent, Wyandot County, Ohio

**T**O MOVE a family of four, break away from your friends, bear the financial consequences, and make all of the other arrangements associated with leaving a job and a community is not easy to contemplate. But add to this the task of adjusting to life in a new community, to the daily grind of the classroom, and going to school again seems unthinkable. But we did it. And what's more, we were glad that we were able to muster the courage that it took to undertake it.

I had been a county agent in Ohio for about 7 years and was eligible for a semester's leave with pay. I wanted at some time to get a master's degree but dreaded the thought of disrupting our family life twice in a period of 5 years to realize this objective. Therefore, we prevailed upon the board of trustees of the Ohio State University to grant us a 9-month leave of absence.

On September 20, 1952, our family moved into one part of an interesting old farm house in the friendly little village of McLean, N. Y. Three days later I enrolled in the graduate school at Cornell University, just 14 miles away in the city of Ithaca.

My purpose was clear. I had been a county agent long enough to know my needs and some of the needs of the people in Wyandot County. First, I wanted to get a clearer concept of the educational process. How do people learn? What do they learn? How can the learning process be speeded up? Secondly, I wanted to make a study of the needs and interests of young farm families. Ex-

perience had taught me that here was a receptive group whose felt needs and interests surpassed those of any other segment of the population. The only thing we lacked was adequate knowledge of these needs and interests. Before going to Cornell, I had made an outline upon which to base a study of this group.

After a few conferences with some key people on the staff, it appeared that I could best fulfill my needs and interests in the department of extension education and rural sociology.

Early in the first semester our plans for the study were approved and a 13-page questionnaire developed. This was pretested, revised, and used to obtain the data for a scientifically selected sample of young married couples engaged in farming in Wyandot County. Eighty-six questionnaires were completed in carefully planned and executed group meetings held during the Christmas holidays. Eight others were obtained through personal visits. Wives and husbands completed identical schedules independent of one another.

During the second semester, the data were tabulated, compiled, analyzed, interpreted, and reported in a document known in academic circles as a thesis. This with my academic standing was sufficient to win the degree of master of science in June 1953.

It's a little early to evaluate this educational experience in terms of benefits to Extension. However, I am sure that it is helping me to meet

the many challenges that arise in county work. It has given me greater confidence to deal with the human problems that determine the success or failure of many extension programs.

Benefits of the county study already are being felt. Results were reported to the Extension Advisory Committee in October. This group is a coordinating and policy making body of lay leaders. Two major conclusions were drawn from the facts presented to this group:

(1) The needs and interests of young farm couples exceed in importance those of any other segment of the population with the possible exception of the 4-H Club group, and (2) Extension is not reaching this group with an effective program.

On the strength of the committee's recommendation, plans are being developed to work with a second group of young couples. Extension has been working with one group of about 15 couples since 1948. The new group is to consist of couples married within the last four or five years.

Although I feel that my total educational experience has been worthwhile, the most useful and most practical part of it was the facts that came out of the study. They can be the basis for an effective program with young married couples and the incentive for changing our pattern of extension education in this county. Work with the family as a unit will grow and develop as extension workers grow and develop in knowledge and ability to meet the diverse needs of the family.



Arkansas campus where Miss Baker attended summer school.

# Am I Doing a Good Job— *How Can I Prove It?*

Helen Baker applies evaluation principles found in a summer school course at the University of Arkansas in 1953 to the work in her own county.

HELEN BAKER, Home Demonstration Agent, Hawkins County, Tenn.

COUNTY extension workers are confronted with many problems—problems which involve people. Why are we interested in such? It is because people are our own concern. We want to help people help themselves. This is a tremendous task. How do we know that through our efforts we are accomplishing anything?

In carrying on work in our counties too many of us attempt to do too many things. We have not clearly defined, in our own minds, what it is we are trying to accomplish. How can we expect others to follow through on a project when we ourselves do not know where we are going? People cooperate only when there is something to be accomplished.

In making the 1953 program of work the people of our county felt that better health was a problem of primary concern. Doctors have said that weight is a good barometer to a person's health. Some people have a prejudice against the terms "nutrition" and "basic seven," and therefore are more concerned with the terms than with the true meaning. So it was decided to take up this problem of better health through weight control, rather than solely through a study of the "basic seven." When I was studying at the University of Arkansas extension summer school this past summer, I chose to work out an evaluation plan for this weight control project. I wanted to find out to what extent we had reached homemakers with information on weight control diets during 1953. This is how I went about it.

In October 1953 the home demon-

stration club members took their weights. Normal weights were indicated and the daily calorie intake determined. A list of food calories and a suggested daily diet were distributed; incidentally, this is a form of the "basic seven." There was a study of milk, including the use of milk and milk products in the diet.

We set down as our objective to make all home demonstration club members know why they needed to control weight, and how to control it through balanced diets. I listed the things I wanted to teach and the methods I would use.

Next I worked out the following ways of getting evidence on how near we were to our stated objective.

A questionnaire was used at training meetings for the leaders in each of the 17 home demonstration clubs at the beginning and at the end of the year or designated time in which the leaders will work on this problem. This questionnaire will give us evidence on the extent to which objectives of the weight control program have been reached.

Next a sample check might be made of all the 375 home demonstration club members. The same questionnaire filled out by the leaders may be used. It will be mailed to the club members and will be filled out at the beginning and at the end of the time designated for concentrating on weight control. Thus, each club member will fill out the same questionnaire twice, or two questionnaires—one at the beginning and one at the end of the time designated for work on weight control.

When we have collected all questionnaires, individual club and countywide tabulation sheets will be distributed to the club, so that each one can see how she stacks up with the overall picture, how much progress has been made, and in what ways. Summary of findings will be distributed and publicized throughout the county.

We shall then consider whether it is still a problem, whether the project should be repeated next year, or revised or approached from a different angle.

In 1954 there will be further studies of food until all the "basic seven" have been reviewed. The daily diet and weights will be checked from time to time to see if a better knowledge of food changes eating habits. This will furnish the picture and give the factual information for the 1955 plan of work.

As you see, we are still in the process of finding answers to the question, Am I doing a good job? The work I did at summer school in planning an evaluation has shown me that I need to be looking for evidence of progress in each project I teach.

Work at extension summer school courses is not superficial but very practical. Extension summer school courses afford an opportunity to meet and exchange ideas with people from all parts of the world. I hope the day will come when every extension person is given the opportunity of taking the evaluation course. Never have I had a course that has been more helpful.

# Techniques

## for Balanced Farm and Home Planning

How the Mississippi Staff Learned Them

J. V. PACE, Leader, Extension Economics, Mississippi

MISSISSIPPI Extension Service has completed a series of twelve 2-day workshops of intensive training of State and county extension agents in balanced farm and home planning—eight for the white workers and four for the Negro workers. Every extension worker from the director to the newest assistant county and home agent attended and participated in one of the workshops.

One might ask why so much time and special attention was given to training the extension agents in farm and home planning. In the first place, a great deal of attention has been given in the last two or three years to assisting farm families in looking at the farm and home as an operating unit, and planning for the farm as a whole. This was somewhat of a different approach to conducting an extension educational program from the more or less piecemeal approach of the past. It was soon found that few of the county and home agents had any previous training in farm and home planning from this broad whole farm approach. A few of the agents had taken a summer short course in balanced farm and home planning several years ago. But no real effort had been made to train the entire staff or any large number of county workers.

In the second place, it became apparent to the administrative and supervisory staff that if the Extension Service was to do a real effective job of assisting a large number of farm families in planning and carrying out balanced farm and home plans, extension workers would have to be better trained for their responsibilities in the field of farm and home planning. This was true despite the fact that farm and home planning has been carried on in an

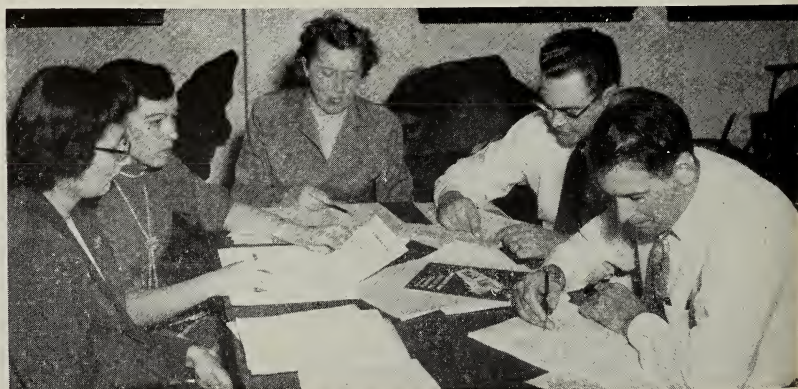
organized way for the past 4 years in some counties and in most of the counties for the past 2 years. The need and demand are so great that the program must be speeded up and more farm families reached if it is to be effective in raising the levels of farm family living generally. As a means of providing training to all extension workers, the series of 12

2-day intensive training workshops were held. All workshops were under the direct supervision of the extension economics and the home management departments. Attendance ranged from 30 to 60 workers at each workshop.

The first half day was devoted to general background discussions on  
(Continued on page 46)



Group of agents and specialists get some inside information from Extension Agronomist Ivan E. Miles on the farm and farm home tour which featured the workshops.



Teams of extension workers such as this one from Lowndes County spent half a day preparing a simple balanced farm and home plan for the farm and home visited on the tour.

I HAD been a home demonstration agent in Greene County, Ga., for 11 years and before that an agent in Madison, Glascock, and Hancock Counties. Some new light was urgently needed, especially on leadership training which seemed a problem to me. So I applied for the Grace Frysinger Fellowship with a detailed plan of just what I wanted to do, and got the fellowship.

One golden month of opportunity was devoted to a study of leadership programs and how they work in the States of North Carolina, Kentucky, and Virginia. These three States were chosen because conditions were similar to those in my own State of Georgia. The object of my training venture was to determine the place of local leaders in the county extension program. The evidence I wanted to gather was carefully listed—an inventory of the leadership in the counties I visited, an analysis of who the leaders were and what they did, and background information on the counties. I wanted to get the facts on how the leaders were trained, what materials they used, what recognition was given them, and what influence they had.

### *My Questions Were Ready*

The questions to be asked of the leaders and the agents were also put down on my plan of work, together with any other ways I could think of for getting the information I wanted. All of this advance work made my job much easier and my visits more productive.

There was much variation in the way the leaders were chosen, the training given them, and the services they performed. The attitude of the leaders was outstanding. They showed loyalty to their club, felt that they received more than they gave, worried because members did not carry out recommended practices, were keenly aware of their responsibilities, and seemed most anxious to give their best. They were careful in presenting their demonstration talks to be sure they were accurate, and seemed to realize that by serving they were growing.

Leadership can be either an asset or a liability, depending on the intelligence and the integrity of the leaders. As I traveled through the

# One Golden Month

NELLE THRASH, who held the Grace Frysinger Fellowship in 1953



Nelle Thrash.

counties, talked to the people, and observed them in action, I realized that through careful planning and a strong organization, leadership can be an asset to our county extension program. The agent's main problem is to know how to lead and strengthen the women and girls.

The month's study and observation far exceeded any previous experiences that I had ever had. No college or university could have offered me such a varied program or given me such a wonderful insight into extension work in action. To see how other agents are doing the same things you have been trying to do for 19 years is wonderful, especially if you have a well-worked out plan to follow and have left your own problems at home. It was a rich experience. I shall always be indebted to the many who gave me such a wealth of information and hospitality, too. I feel that I must have visited the finest in the country; and yet I know that I would have felt the same way about another part of the country—that's what makes extension work so wonderful.

Some of the facts which were brought into focus for me are these: The home demonstration agent's day is too full. Is an overworked person good publicity for the extension program? Maybe some agents are not yet ready to turn certain responsibilities over to leaders. Agents need to continually evaluate their time and program in relation to selecting, training, and using leaders wisely. Using one leader too often slows down the development of new leaders. Remarkable headway has

been made in getting families to accept leaders. But more needs to be done along this line. Getting leaders to accept responsibilities needs continuous evaluation and planning. I felt the need for a clearer conception of how to start leaders where they are. Further training is also needed on methods, organization, and more particularly on how to work with people effectively.

In my room is a valued treasure box, filled with a wealth of material—a folder from each county I visited. These are the ideas I will be injecting into our county program for years to come. Ninety-six colored slides—some from every county I visited—bring back to me the days and nights when I was on the Grace Frysinger Fellowship.

- Liberty, Ga., has a community improvement club, and in 1952 its program included a new community house and roadside park, all mail boxes painted and named, a neighborhood first-aid station established, a corn-yield contest for improving production among the farmers, church ground beautification, 25 homes remodeled, increased pasture production on all farms, and education meetings on poultry farming.

Georgia has more than 400 communities which have such organized programs, Tennessee 900, Mississippi 400, Arkansas 250, and Texas 300. Communities decide and conduct their own programs with the leadership and guidance of State and county extension agents.



Agents are brought up to date on coffee culture.

# How Agents Are Trained

Puerto Rico Has a Comprehensive Plan as described by *Antonio Perez-Garcia*, Vice-Director of Extension, *Dolores Morales-Diaz*, General Supervisor for Home Demonstration Work, *Dr. Marcelino Murphy*, Field Studies and Training Specialist, Puerto Rico.

EVERYDAY experience demonstrates that our Extension Service is being challenged to develop new techniques and procedures to meet the needs of our rural population. So as to meet this challenge, our field workers are being required to provide themselves with the necessary skills through which to improve their operating procedures.

Their preservice training begins while they are still in college. Every year the departments of home economics of both the University of Puerto Rico and the Polytechnic Institute offer a course on extension methods during the first semester or in the summer session. The students attended the course 4 hours weekly. The course includes all methods used in conducting extension work, its history, philosophy, and organization. After taking this course, students are required to take a practice course during the second semester. They do this practice with the best home agents located in counties near both colleges, under the supervision of the same trainers. They practice for 3 hours twice a week, with a value of three credits. An average of 20 to 30 girls are enrolled yearly in this course.

The preservice training for agricultural agents is conducted at the College of Agriculture and Mechanic Arts of the University of Puerto Rico. A specialist in extension training is in charge of five different courses on extension work: extension history, philosophy and objectives; rural sociology; cooperative credit; principles of agricultural cooperation; and extension methods. The course in extension methods re-

quires 36 hours laboratory period in the field with county agents, under the supervision of the college instructor. The course on cooperative credit and on principles of agricultural cooperation require field trips which provide practical observations and experience to the students. There is a summer practice course, offered with three credits, which requires a 6 weeks' summer practice with county agents.

The induction training of agents begins at the central extension office with five to seven days for general orientation. The agents are then taken to a district supervisor's office where they stay at least a week. During this visit with supervisors they get fully acquainted with the various reporting forms and procedures and their duties and responsibilities in the conduct of their extension job. It is during this short

period that supervisors take good care in the counseling and encouragement of the new agents and in awakening in them the desire to do a worthy job in helping people to help themselves.

The newly appointed agents are then sent to an outstanding extension county or district, for three to four weeks to get practice in the conduct of the extension job by participating with the agents in the development of the various teaching activities. The duration of this training may vary depending on the degree of urgency with which the individual is needed in an extension county or district. Opportunity is given for specialists and other staff members to visit the trainees to help them with this practical phase of the training.

They are then placed in counties  
(Continued on page 46)



Agents learn to make an electric lamp as part of the Puerto Rican rural electrification program.

# The Workshop on Human Relations Meant These Things to Me

Among the students at the Maryland Workshop on Human Relations in 1953 were Howard Stelle, 4-H Club Agent in Onondaga County, N. Y.; and Elizabeth C. Davis, Assistant State Club Agent, Wisconsin. Below is what they say about their experiences.

I BELIEVE that the study of human development is one of the most significant new trends in training of 4-H Club workers. To gain an insight into people—why they behave as they do—is basic to our working with people. It will improve us as individuals, will enable us to work more effectively with others—children, parents, and leaders—and will influence our development of leader-training methods. As extension workers gain a better understanding of people, *projects* will be better adjusted to their needs.

The workshop was directed toward a study of the causes of behavior, and an understanding of the six principal factors or areas causing behavior. As was stated, "Human Relations is that job of dealing with that all important value, human potential." In light of this, one can better work with people when he acquires the

attitude that behavior is caused, and conversely, there are reasons for behavior. For example, it leads a person to look upon adolescents as solving problems, not being a problem.

The workshop method of teaching is in itself a valuable experience. We actually participated in this demonstration of a more effective way of learning. This creates a learning situation that we must find ways of setting up in many of our extension groups.

The things we learned about the forces influencing behavior of people reassures us of the sound value of 4-H Club work. Through the usual 4-H Club group experience a great many of the developmental needs of young people are met.—*Howard Stelle.*

This course helped to reaffirm the importance of 4-H Clubs or similar organizations for youth. As we

studied group behavior, we concluded that adults must learn to subordinate what they think are desirable goals, and learn to recognize what young people feel are important goals. They will have to learn that "peer" groups are natural, a normal process which helps the child achieve adulthood. If adults do have a part in these groups, their main function is probably to help young people develop the skills and knowledge that make them acceptable to age mates. Educators who do have a better understanding of this child society can make schools and 4-H Clubs more meaningful and vital.

The Extension Seminar on Developmental Needs of Youth helped extension workers to focus their attention on the needs and interests of children and young people in different stages of development, rather  
(Continued on page 46)



The human relations workshop included extension workers from many States and one from Turkey. The method used created a favorable climate for free interchange of ideas.

# You Can Learn on the Job

Two ways of getting more training without leaving home.

## MICHIGAN

A HANDFUL of county agricultural agents, doing a job from 300 to 500 miles away from their "home-base" land-grant college, brought about an on-the-job graduate school program that is reaping a harvest in Michigan.

In 2 years, 107 Michigan county extension agents have completed from one to 16 term hours of graduate study and remained "on-the-job."

Primarily as a result of this program initiated by the agents, 52 of the Michigan Cooperative Extension field staff are definitely working toward advanced degrees.

But, back to the origin of this unique program: At Michigan State College, as in many land-grant colleges, members of the resident staff have been permitted to carry up to a maximum of four credit hours of graduate study each term while employed full-time on the job. These extension agents in Michigan's Upper Peninsula reasoned that as staff members they, too, should be able to improve their professional competence on the job and earn graduate credit. In short, the college agreed to provide an instructor on the graduate faculty for a trial course at the Upper Peninsula Experiment Station if 20 or more qualified graduate students wanted the course and agreed to pay course fees of \$20 each.

The Upper Peninsula County Agents' Association took the job of meeting these requirements.

This first pilot graduate course to be given by Michigan State off-campus for the extension agents met

with such enthusiastic approval both by the agents and the instructor that this plan set the pattern for others to follow. To date, 26 similar courses carrying graduate credit have been given in 7 different locations in the State. From this beginning, a major program of professional training for extension agents has developed.

At each of the seven centers for off-campus courses in the State, the agents have agreed on sequence of courses they will take and that are acceptable to the graduate school for credit to be applied toward a master of science degree in agricultural extension.

Most of these 52 agents working for degrees plan to accumulate the equivalent of one term of work in residence on the job in these off-campus courses. Then they will take their sabbatical leave to complete the remaining degree requirements. This they can do at little financial sacrifice since each agent may request 6 months' leave with full pay after 6 years of service.

## VERMONT

VERMONT county 4-H Club agents are busy people. In 1950 the Vermont agents voted unanimously to make a study of the use of their time. In cooperation with the Division of Field Studies and Training, U.S.D.A., a recording form was devised to make this possible. With the 13 agents in the State, a system was set up whereby each agent would record 2 weeks of time throughout the year. Thus a total of 26 different weeks of extension work were recorded.

When the final tabulations had

been made and the results were presented and explained to the club agents, there appeared a necessity for further study. During the October 1951 conference the club agents decided to continue evaluation of the Vermont 4-H Program. This was to be done to determine the type of program which would most adequately serve the Vermont people.

Several agents volunteered to serve on the committee and others were asked to take part in the discussions and planning. Five club agents and the two State club leaders comprised the committee which spent almost 3 weeks of working time on the so-called "new look program." A great deal of time was spent in drawing significant conclusions from the figures tabulated in the time-use study. Using county and State programs of work, annual reports, and suggestions from those on the committee, the detailed report for the new program for the new look was prepared.

After much discussion the overall major objective for 4-H Club work was drawn up—to help boys and girls develop into capable, well-adjusted individuals who are responsible community members and leaders. This objective was based on the philosophy and primary assumption that extension work is responsible for the development of people as well as subject matter.

In addition to this major objective, recommendations were made for more emphasis on developing understanding of 4-H objectives among adults, community sponsorship of local 4-H Clubs, a leader training program, methods of reaching 10-year olds, 10-15 age group, and the 15-21 age group.

# You're Wonderfully Good for Export!

GERALDINE G. FENN, Associate State 4-H Club Leader, Montana

Extension people who have been hosts to foreign students often ask what are these students doing back in their home countries with what they learned in our country. Miss Fenn is one who went to see for herself. Here she tells about her study leave period spent in travel to 12 countries of the Near East and Europe.

"YOU'RE wonderfully good for export!" That's the feeling I had about extension workers when I returned from visits to 12 countries during the summer of 1953.

During my visits and stays in 52 different homes, I experienced firsthand the impact of the surprise that Europeans have that there are people with university degrees who are not afraid to get their hands dirty helping people and who are happy to accept invitations to stay in farm homes in small communities.

These experiences made me appreciate more than ever the extension system where dedicated men and women live in counties and want to visit homes and farms to help people.

One former IFYE said, "If I could have one thing from America, I'd have for my farmer father the respect you people have for the farmer." This gave renewed emphasis to the belief that every man has something to contribute and that the formally educated man doesn't have all the answers.

I'm sure that most extension people take these things for granted. You say, "Why, of course, it's my job to go out to help people." "Why shouldn't I accept an invitation to

stay overnight in a farm home?" "What's wrong with getting my hands dirty?" "Many people with whom I work know more than I do about certain things." "Practical experience is a good teacher too."

It's when you experience great surprise and appreciation over these things that you realize they cannot be taken for granted. Therefore, I thought many times, how few people in other countries have known our splendid teachers—either classroom or extension. Many do not dream there are Americans like you. And that's what led me to feel, "You're wonderfully good for export!"

## *You'll Get a Warm Welcome*

It made me want to urge every extension worker to visit another country—and not on a conducted tour. Our International Farm Youth Exchange has contacts now in more than 40 countries. Families who've been hosts to our American IFYE's, and families there who have sent IFYE's to us (as well as other exchangees) would be delighted to see you. Often you'd find yourself "Exhibit A." You would be presented to friends and neighbors with an attitude of, "See, I told you there were folks over there like this."

Such visits would enable you to get into the small places and get insights and understanding not possible in the usual ways. Sometimes when people ask me where I visited I have a little fun saying, "Ramat Johanan, Wimmis, Herrenberg, Zoetermeer, Tystofte, Inverurie, Coachford, and other places." They don't know where I've been. But if I had said, "Tel Aviv, Lucerne, Stuttgart,

Amsterdam, Copenhagen, Aberdeen, and Dublin" they would have known the country at once.

So, if you are contemplating a leave or some additional study why not take it in another country and visit some of our exchange friends? If it's your first trip outside the U.S.A., perhaps you'll want to choose an English-speaking country. (We shouldn't ever kid ourselves that because we speak the same language, we understand each other!) Don't plan too extensive a trip—particularly your first—there's so much to learn in each country. I was embarrassed this past summer because I had only a few days to a week in most places. Usually someone, with a glint in his eyes, would say, "Oh, so you've come to do our country in 4 days!" We have that reputation, you see.

## *You'll Get the Hang of It*

Perhaps it will give you courage if I tell you that I was timid about going to all these places and making most of my travel arrangements as I went along. But I did it, and only missed a train once and failed to change trains another time—this in a period of 4 months with all the different language barriers met with. The first part of my trip was by boat and plane, but from Italy to Switzerland, Germany, Holland, Denmark, Scotland, Ireland, and England, I went by third-class train all the time and was never uncomfortable.

"You're wonderfully good for export!" How about shipping yourself off soon?

# What Summer School Means to Me

Four of the extension workers who attended a regional summer school last year write of their experience.

## *I Went to Cornell*

**ALPHA COVAR, Home Demonstration Agent, Aiken County, S. C.**

**I**N THE summer of 1953, I had the privilege of attending the Extension Service 3 weeks' summer school at Cornell University, Ithaca, N.Y., where combined study and recreation were offered. Here, 74 extension workers, representing 24 States and 4 foreign countries, were there for the sole purpose of professional improvement.

My associations and experiences gained not only broadened my view professionally, but gave me a keener insight as to my "neighbors' " problems and aspirations.

The varied courses offered, together with the well-equipped laboratories and materials, furnished a splendid background for developing one's own ideas. The knowledge obtained from this study has, and will aid the agent in presenting the extension program to her county people.

Growing in knowledge gives one wisdom, certainly an attribute needed by extension workers.

My experiences gained at Cornell enabled me to better understand my job, my fellow worker, and most of all, my farm families, whom it is my privilege to serve.

I am grateful for having had the opportunity of attending Cornell and my associations shall long be

remembered. They will serve as an incentive to do a better job.

## *I Went to Colorado A. and M.* **HOWARD DAIL, Information Specialist, California.**

**I** WENT to Colorado A. and M. in company with 203 others from 37 States, 5 foreign countries, and Texas. And you could not have asked for a more friendly bunch of fellow travelers along any stretch of educational highway.

Even if there had been no classes, you could have benefited greatly by exchanging experiences and thoughts with fellow extension workers from other States. The classwork itself proved challenging but you felt that it formed but a part of the summer school; there being so much else to see and do.

For instance, there were tours

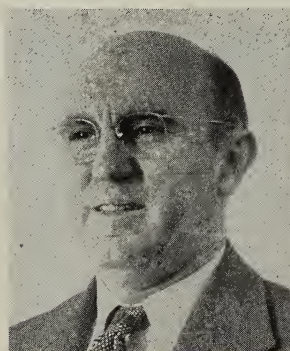
which found long strings of cars traveling to the Wyoming Hereford Ranch one day, to beef cattle feed lots another time, to irrigated farms, and some of the college's field experiments. And on the even lighter side, one remembers 600 trout being fried over an open fire near the Cache la Poudre River; extensioners lined up for 50 yards waiting to have their plates filled at another picnic; parties, swimming, fishing, and just plain sight seeing.

The instructors, fresh from the ranks of experience, had their feet solidly on the ground of actuality. They stimulated the thinking of their classes and gave members an opportunity to relate their class work to actual problems back home.

The three weeks seemed but a brief interval, and those attending left with this thought, "I'll be back again."



Alpha Covar.



Howard M. Dail.



Ralph



## *I Went to Arkansas*

**RALPH BUCHANAN**, *County Agent, Meriwether County, Ga.*

LAST MAY when notified that my application had been approved to attend the Southern Regional Extension School at the University of Arkansas I was told that it was a "chance of a lifetime" for professional improvement. Little did I realize the help it would be to me as a county extension worker.

The Extension faculty was composed of experts in their chosen fields. I feel that possibly these schools should be of longer duration so that the students could have courses under the entire group.

The greatest value to me was the close association with extension workers from other States. The lady or gentleman seated next to you

might be a district agent or specialist, and you learned for the first time that they had one or two problems nearly as big as those of the county workers. Small group or committee assignments permitted each student to present his problem and receive help from someone who had previous experience in solving the same problem elsewhere. Agricultural missionaries from foreign countries gave firsthand accounts of problems peculiar to their areas.

All was not work. Officials had provided ample time for square dances, tours, rodeos, and functions, such as "Arkansas Night."

## *I Went to Wisconsin*

**MRS. HELEN DREW TURNER**, *Assistant State Leader Home Economics Extension, Illinois.*

MY JOB has been more fun and more meaningful this fall because I went to summer school. Wisconsin was chosen because the course in supervision was being offered. There I found the opportunity to work and play with 150 other extension workers from 31 States, 2 territories, and 2 foreign countries. If there had been nothing else of value from the three weeks' experience the sharing of ideas, the realization that extension problems are much the same, the opportunity to weigh different methods of solving common problems, and the close feeling of fellowship would have made the time and money

well spent.

In the course work (I took evaluation and supervision) there was the opportunity to do work in our own specific interests, and instructors were most generous of their time if special conferences were desired. Probably the "proof of the pudding" of the value of the course work is found in the fact that almost every day I find occasion to refer to my notes and materials collected.

## *I Went to Prairie View*

**MORRIS C. LITTLE**, *County Agent, Terrell County, Ga.*

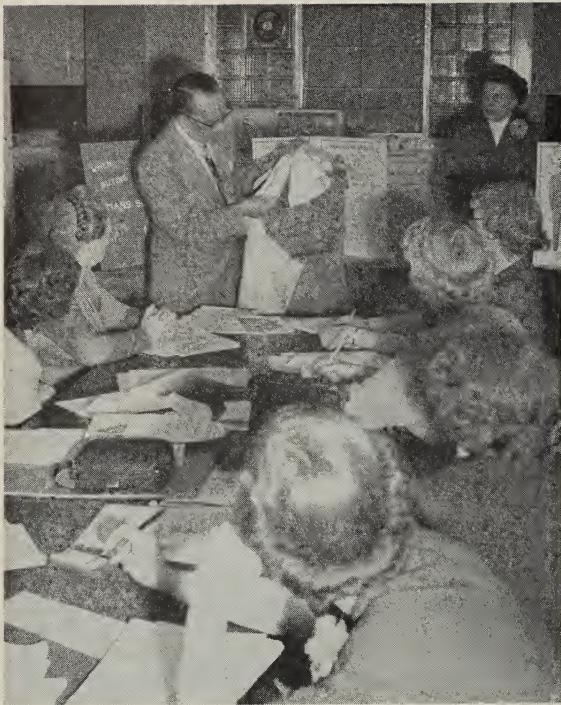
WONDERFUL opportunities for recreational activities as well as for study are in store for those who attend the Regional Summer Training Programs held for Negro extension workers each year at Prairie View A. and M. College. Classes are usually held during the mornings, leaving afternoons and evenings free for recreation or study.

The participants in the extension school plan and carry out their own recreational program each summer. The well-rounded recreational activities of the college, are supplemented by week-end trips to Galveston, or a visit to the historic San Jacinto Battlegrounds.

The outing which most of the Extension workers look forward to each year is the 500-mile journey by chartered bus south of the border to the city of Monterrey in the Republic of Mexico..



**Mrs. Helen Drew Turner.**



# A Good Method Idea Gets Around

From Wisconsin summer school  
to State agents' workshop and  
to county panel meeting.

At district conferences Idaho home demonstration agents  
get some pointers in buying men's suits.

IDAHO home demonstration agents received a three-way viewpoint in preparing for teaching men and women how to buy men's suits. By studying the bulletin "Buying Men's Suits" from a research bureau, the Bureau of Human Nutrition and Home Economics, and combining Extension's everyday experiences with those of a clothing retailer, the agents developed a better understanding of the problems and skills of suit buying.

Esther Nystrom, Idaho extension clothing specialist, who conducted the training meetings with the assistance of a men's wear retailer, reports, "We found that retailers face many of the same problems that their customers do in trying to learn

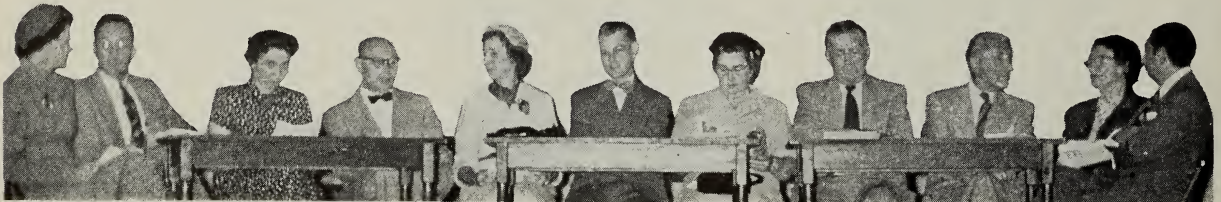
how unfamiliar fabrics will perform. Close contact with retailers will be important to home demonstration agents in keeping abreast of new developments. The idea for this lesson originated from the methods developed at the extension summer school, University of Wisconsin."

Maryland adopted methods from the same extension summer school in a county experimental venture which has brought closer cooperation between consumers and local men's retailers in Frederick County. In the fall of 1953, the county clothing committee sponsored a consumer-retailer panel of five homemakers and six retailers. The committee planned the details of the meeting and selected some pertinent discus-

sion questions. The chairman of the county clothing committee was asked to serve as panel coordinator.

A few weeks before the meeting, homemakers taking part on the panel were given a copy of the U. S. Department of Agriculture bulletin "Buying Men's Suits." They studied the bulletin carefully and came to the meeting well versed on the subject of men's suits.

Beatrice Fehr is particularly pleased with the followup of the meeting in her county. She says "In this county, project leaders take a report of these special interest meetings back to their clubs. As a result of this experimental project, meetings on buying men's suits will be a part of the 1954 homemaker's program."



A county consumer-retailer panel uncovered some facts about buying men's suits before an audience of 60 men and women in Frederick County, Md.

# We Are Seven

The six 4-H Fellows and a Kansan on sabbatic leave report on taking advanced study in Washington, with Hal Allen of Nebraska acting as scribe.

**S**EVEN extension workers from seven States are sold on the idea of doing advanced study in the U. S. Department of Agriculture.

"Where else but here can you get to know the personalities that go with the 'names' you have heard for years? Where else can you learn the thinking that goes into the policy-making statements that are issued from the Department? Where else can you receive the expert guidance on research problems from people who have worked in the field all over the Nation?" are just a few of the questions they ask in substantiating their claim that the Department of Agriculture is the best place to take advanced training.

The seven are Eldora Keske of Wisconsin; Ruth Ann Seacord of New York; Betty Pingley of West Virginia; Lynn Pesson of Louisiana; Russell Smith of Vermont; Hal Allen of Nebraska, all National 4-H Fellowship students, and Mary Ruth Vanskike, a home extension agent supervisor from Kansas, now on sabbatical leave.

Under the fellowship and leave programs, they are spending 10 months in the Department of Agriculture, under the supervision of the personnel training branch, division of extension research and training of the Federal Extension Service.

In the Department, they are given opportunities to confer with individuals and groups representing various agencies within the Department. For example, the students spent much time in conference with representatives of the Agricultural Marketing Service while material for the 1953 Agricultural Outlook Conference was being prepared. Here, the students were given an opportunity to see the "whys" and "hows"

of a policy-forming group in action.

In addition, the students are given opportunities to visit with people outside of the Department, such as staff members of the Senate Agricultural Committee.

For those interested in specific agricultural and home economics subjects, the United States Agricultural Research Center is located nearby at Beltsville, Md. Here, close observation of research in every field can be made.

Perhaps one of the greatest advantages of doing advanced study in Washington, according to the students, is the guidance received in carrying out special research projects. Experienced staff members who are acquainted with the various phases of extension work being carried on throughout the country are available to help set up the projects, and to offer guidance in carrying them out.

The national shrines, the famous statues, the world-known churches, and the historical places of interest offer more to be seen in the sight-seeing field than can be accomplished in a year's time.

Seeing the Government in action is another advantage, the students say. Capitol Hill, with its legislative bodies, gives the students an opportunity to follow a bill through Congress as easily as they follow their hometown football team. Supreme Court decisions also attract the interest of the students, as do the actions of the other branches of the Federal Government.

The students enjoy a feeling of "fellowship" among themselves. Representing seven States as they do, many different ideas and experiences are exchanged daily.



Harold Allen.



Betty Pingley.



Lynn Pesson.



Eldora Keske.



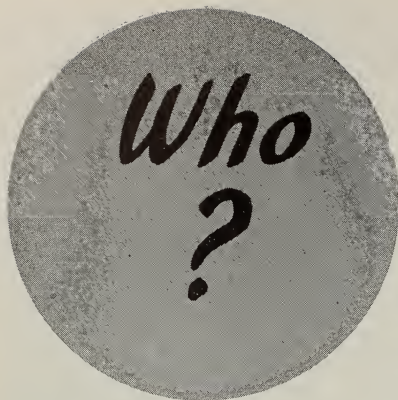
Russell W. Smith.



Mary Ruth Vanskike.



Ruth Ann Seacord.



# Plans the District Meeting

J. M. MACKEY, Assistant State  
4-H Club Leader, Wisconsin

WHEN extension agents work with volunteer leaders they believe that the leaders must be constantly on the alert for ways of self-improvement. One of the methods most commonly used is the leader-training meetings. If the leaders are not in attendance, agents feel that the volunteer leaders are getting behind in the subject matter and ways of doing things.

What then about the agents themselves? How do they keep up with what's new? One of the best answers to this important question seems to be district meetings of agents throughout the year, at which time specialists bring the latest developments in their respective fields. Agents also have the opportunity to share with each other ideas that have proved successful, and the district leaders have an opportunity to keep agents up to date on policies and procedures in carrying out the extension program.

## *The Plan Really Works*

While serving as assistant county agent in Milwaukee County, Wis., I had the privilege of serving on a district program planning committee. Now that I have joined the State staff as assistant State 4-H Club leader, again there is a chance for me to work on similar committees.

In the extension districts in Wisconsin where this method of program development has been used, it is my observation that it has really worked and the extension agents are most enthusiastic about it.

We all realize that to do a real job in the county and to keep up to

date, agents are faced with the constant job of self-improvement.

How then can a series of meetings be planned which will meet the real needs of agents? No one is in a better position than the extension agent to know what he wants. If given an opportunity, the agents in a district will be able to list the areas in which they feel the training should be given.

## *Representation Is Needed*

A committee of extension workers in each district, consulting with their extension supervisors, can operate effectively in setting up the year's program of training meetings. To allow for equal emphasis of all projects and areas of interest, the committee should consist of one or two representatives from the home agent, the agricultural agent, and 4-H Club agent groups. These people will be in a position to bring with them the benefits of their own personal thinking as well as the thinking of the group which they represent.

## *It's No Small Job*

Planning and developing a workable program, which will be of general interest to all agents and yet allow time for subjects of special interest to be covered, is no small job. It will take considerable time and careful thought on the part of the committee. It will also mean the sorting of requests, giving priority to those most desired and those of immediate importance. Others suggested may be placed in a reference file to be used by future committees.

The program itself might be planned in such a manner so as to present areas of information important to all agents in the opening phase of the program. Subjects of general interest might be those in the field of economic outlook, farm and home management, administrative policies, selecting and training volunteer leaders, office policy and procedures, improved methods of carrying out extension practices, public relations, planning the county program of work, and the use of reports.

Time should be allowed for general discussion before dividing the group as a whole into special interest groups. In these special interest groups project training and questions relating specifically to the 4-H Club, homemaking, or agricultural fields would be the logical topics of discussion and training.

The district conference also provides an excellent time for bringing to the county staffs the thinking of the extension administration, and also is a perfect setting in which to gather the recommendations of the county workers to be referred to the administration.

## *Gives Close Working Relationships*

District supervisors have the job of meeting with specialists and State staff personnel to plan and arrange for material to be presented at the district conference. It would be up to them to represent the best interests of the county workers, trying to meet their needs, and at the same time work to fit the program of district conferences into the time schedule of the specialists. Supervisors also have the job of presenting materials not covered by specialist help.

When we have achieved this close working relationship on the part of county workers, administrators, and specialists of the extension staff then we can truly say we have found the real meaning of the words "Cooperative Extension Service." We have followed through with one of its basic philosophies, namely that of helping the people to clarify their problems and needs and then direct the efforts of the Extension Service toward helping them solve their problems.

# Fellowships and Scholarships— *Here They Are*



## *Farm Foundation Fellowships*

This foundation offers eight fellowships for a period of 9 months at \$2,000 each. This fellowship aid is available to State extension workers upon recommendation of State directors of extension. Priority is given to extension workers who are in, or will be in, the administrative field. Applications are made through State directors of extension to Frank Peck, Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Illinois, and the fellowships apply in any one of the following universities: California, Chicago, Cornell, Illinois, Minnesota, Wisconsin.

## *The Fund for Adult Education Study Grants*

The Fund for Adult Education offers awards for academic study, supervised field experience, or combinations of the two for the improvement and advancement of persons concerned with the liberal or general education of adults.

The individual study program is to increase knowledge, improve skills, and develop general competence, all of which is to be related to the grantee's functioning in the area of liberal adult education. Each applicant proposes the program he desires and indicates whether he desires to work toward a degree.

No specific sums are designated but the successful applicant is offered an award appropriate to his or her particular situation. Therefore a budget, containing all the main items of expense and income during the proposed period of study or experience, should be given in the application.

The deadline date for applications will be indicated in the announcement of the program for 1954-55. Copies of the announcement will be available early in March. All inquiries, requests for application blanks, and other communications should be addressed to The Fund for Adult Education, National Committee on Study Grants, 141 West Jackson Boulevard, Chicago 4, Ill.

## *The Grace Frysinger Fellowship*

The National Association of Home Demonstration Agents has set up a fellowship named for Miss Grace E. Frysinger.

The fellowship is a fund of \$500 to cover expenses of a home demonstration agent for a month or 6 weeks of visiting other States to observe the work there for professional improvement. Each State may nominate one candidate, and the selection of the agent to receive the fellowship will be made by a committee appointed by the National Home Demonstration Agents' Association.

Applications of home demonstration agents are handled by the State home demonstration leader, who receives forms and information from the National Fellowship Committee of the association.

## *Harvard University*

Fellowships from the Graduate School of Public Administration and from other sources are available to agricultural and home economics extension workers for study in the agricultural extension training program at Harvard. This program is designed to equip extension personnel to assume supervisory and administrative responsibilities,

and also to train extension specialists in the economics of agriculture and farm family living and in the other social sciences related thereto.

Applicants must be recommended by the State extension director (or by the Administrator, Federal Extension Service, for Federal workers) to Dr. John D. Black, Graduate School of Public Administration, 205 Littauer Center, Harvard University, Cambridge 38, Mass.

## *Charles H. Hood Dairy Foundation*

This foundation is interested in the advancement of dairy farming in New England. For this purpose a limited number of fellowships in support of graduate study will be awarded. Fellowships are available to graduates of New England colleges whose background, education, and experience indicate that further study will enable them to contribute to improved dairy farming. Study may be undertaken in any recognized university and must be related to the production or distribution of fluid milk. The amount of each fellowship is determined on the basis of the recipient's needs and will not exceed \$2,500—nearly all awards have been under \$2,000.

Applications will be received until March 15. Interviews will be conducted with New England applicants during March and April. Information and application forms are available from Eastman F. Heywood, Executive Secretary, Charles H. Hood Dairy Foundation, 500 Rutherford Avenue, Boston 29, Mass.

*(Continued on page 42)*

## **Oscar Johnston Cotton Foundation**

This fellowship program is designed for those persons who are expected to assume State leadership in extension administration and program development. The foundation will look with particular favor on proposed courses of study designed to enlarge the candidate's competency in dealing with the broad as well as the specific problems of Cotton Belt agriculture.

Fellowships are of 1 year's duration. They are available to men State and county agricultural extension workers in the major cotton States. Each fellowship carries a stipend of \$2,500 for the year.

Preference will be given to candidates who have had 5 or more years' experience in extension work and who are between 30 and 40 years of age. Candidates may attend any institution approved by the foundation. Those already approved are North Carolina State College, Cornell University, University of Chicago, and Harvard University.

Applications are made through the State extension director to the Production and Marketing Division, National Cotton Council of America, Post Office Box 18, Memphis, Tenn. Directors should write to that address for application blanks.

## **Fellowships in Food Technology, M. I. T.**

Fellowships in food technology are available at Massachusetts Institute of Technology. Among the fellowships (yearly stipend \$2,500) for graduate study in this department are several sponsored by firms and foundations related to the food industries. Other fellowships in food technology have stipends varying from \$1,500 to \$2,500, not including tuition.

A number of third-, half-, and full-time research assistantships are open. Advanced study may be carried on concurrently.

Tuition scholarships in amounts up to \$900 are available. In general these are limited to applicants whose scholarship has been outstanding during one year of residence at the institute.

All applicants must meet the requirements for admission to the M. I. T. Graduate School. Recipients of fellowships are selected by the Graduate Committee on Policy. Application forms may be obtained by writing directly to the Director of Admissions, Massachusetts Institute of Technology, Cambridge 39. Inquiries regarding assistantships, scholarships, and fellowships should accompany the request for these forms.

## **The National Committee on Boys and Girls Club Work cooperating with the U. S. D. A. Extension Service**

Six fellowships of \$1,500 each for 9 months of study in the United States Department of Agriculture under the guidance of the Extension Service are available for young extension workers. The National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago 5, Illinois, arranges for the funds. Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Three fellowships are awarded to young men, three to young women from nominations by State 4-H Club leaders through State directors of extension to the Personnel Training Branch, Division of Extension Research and Training, Federal Extension Service, United States Department of Agriculture, Washington 25, D. C. Applications must be received by May 1. Application blanks may be obtained from the State director of extension.

## **Soroptimist Fellowship at George Washington University**

This fellowship of \$750 was established in 1948 by the South Atlantic Region of the American Federation of Soroptimist Clubs. It is available to a woman who holds a baccalaureate degree and who wishes to undertake graduate work to prepare herself for professional service. Selection of the candidate will be based upon the personal and academic qualifications of the applicant. Indicate that you are already in the public service. Application should be

addressed to the Registrar, George Washington University, Washington 6, D. C.

## **Teachers College, Columbia University**

Extension workers are eligible for most of the types of fellowships and scholarships available at Teachers College, Columbia University. All of these are awarded on a competitive basis regardless of the fields of education represented. Application for an ensuing academic year must be received by December 31.

A graduate program designed for cooperative extension personnel is available at Teachers College. Programs may be arranged leading to the degree master of arts, doctor of education, or doctor of philosophy.

Information may be obtained from Dr. Edmund deS. Brunner, 525 West 120th Street, New York 27, New York.

## **Sarah Bradley Tyson Memorial Fellowship**

For a number of years the Woman's National Farm and Garden Association has offered annually the Sarah Bradley Tyson Memorial Fellowship of \$500 for advanced study in agriculture, horticulture, and the related professions. The term "related professions" is interpreted broadly to include home economics.

Applications are made to Mrs. Walter G. Fenton, Chairman, Education Committee, Moravian Drive, Route 5, Box 125, Mount Clemens, Mich., or to Miss Gertrude Warren, National President, Hotel 2400, 16th Street NW., Washington 9, D. C.

## **Cornell University Assistantships**

Most departments in the College of Agriculture and Home Economics at Cornell University have assistantships for which extension workers may apply. The type of work and stipend vary. Inquiries should be made to department heads as early as possible.

Three assistantships are available in the Department of Extension Teaching and Information, two in the press section and one in the speech section. They provide ex-

(Continued on page 44)

# The National Association of County Agricultural Agents Looks at

## PROFESSIONAL IMPROVEMENT

**P**ROFESSIONAL improvement of county agents throughout the United States is becoming more important each year. Professional improvement is a slow process, but like a democracy, it should have the thinking and effort of all concerned, that of the county agent out on the plains, or down in the hills, along with that of extension administrators and other land-grant college officials. The State county agents' associations, the land-grant colleges, farm organizations, and private businesses realize the value of a skilled, trained person working in the capacity of a county extension worker, and are cooperating to improve his training. The vice-chairman of the NACAA Professional Improvement Committee, John Brockett, has reported the association's viewpoint very well. He says:

"We regard county agent work as a profession, and professional improvement is mandatory to keep us abreast of changes in educational techniques, to attract men to our field, and to maintain our leadership standing in the eyes of the public. The quality of extension work is directly related to the interest agents take in their jobs and the training they obtain before and during the periods of county work."

To implement our efforts, the NACAA has a professional improvement committee of 15 members. A sincere effort was made by the members of the committee to contact each State organization relative to professional improvement work undertaken by State associations in that State. Each member of the committee was assigned three or four States to contact, and the chairman wishes to compliment the efforts and excellent work done by the members of the committee. Throughout

the year continued contacts by correspondence have been maintained with State organizations and members of the committee.

This is the second year that this type of committee work has been attempted; that is, assigning definite responsibilities to each member of the committee. Members of our professional improvement committee are convinced of these two things:

1. In those States where the county agent is a member of the faculty and has the same privileges as a faculty member, the status of the professional improvement program for county agents is moving along well. In States where the county agent has not been recognized on the same status as a faculty member and the local college administration does not recognize the importance of

professional improvement for the county agent, the status of professional improvement in that State isn't moving along well.

2. The road toward professional improvement for the county agent can seldom be the same road as that of a resident instructor or professor. A county agent with a family, living remote from the college campus, cannot easily avail himself of resident instruction. More consideration should be given to ways and means for some type of professional improvement for the county agent other than actual resident instruction on the campus of a land-grant college. Some ways would be a special study or project within the county agent's own county, or travel,—that is, visiting other institutions, industries, and county agents.

## **W**HY DON'T THEY...

**E**XTENSION summer schools have a long and successful history behind them. Each year the school planners try to tailor the school offerings to meet current needs for training. Often a poll is taken to find ideas extension students and instructors would like to see the schools try. Recent informal inquiries brought these ideas.

- There are 300,000 young men and women participating in extension work for young men and women. Why don't they have a course at the regional summer schools to help extension agents learn how to work with these young people?

- Every 3 or so years why don't they have regional summer school courses for new agents only? Personally I believe that summer school courses are of more value to extension agents who have been on the

job from 1 to 10 years than to the more experienced ones. For the latter I would suggest travel to see work of other agents and tours to market centers.

- During the summer we have camp, county fairs, State fairs, and school fairs. I haven't even considered summer school. Why don't they have an extension 3-week school in the winter, preferably in the South?

- Why don't they always have a schedule of courses in the regional summer sessions that is well balanced for new students and repeaters; for new agents and experienced agents?

- Why don't they encourage, more strongly, that students take only two courses in summer schools so that they can spend more time in informal discussions with other students and in library work?

## Fellowships and Scholarships

(Continued from page 42)

cellent experience for extension workers. All three require 20 hours of work a week. The stipend is approximately \$1,650 plus exemption from payment of tuition. The assistantships are usually awarded on a 12-month basis.

Work in the press section consists mainly of writing in the field of agriculture—popularizing research material, interviewing staff members and others, and writing timely news material. Applicants with an agricultural background and some writing experience are preferred. For further information, write to W. B. Ward, Professor and Head of the Department of Extension Teaching and Information, Cornell University.

The work in the speech section involves individual conferences with students, helping them organize speech ideas and giving them constructive criticism in speech presentation. Applicants should have an agricultural background and speech training. Extension experience is valuable. Applications should be addressed to Professor G. E. Peabody, Extension Teaching and Information, Cornell University.

### **Farm Foundation Scholarships in Public Agricultural Policy**

The foundation is offering 100 scholarships, 25 to each extension region, for county extension agents attending the regional summer school courses in public agricultural policy.

The foundation will pay two thirds of the expenses of the agents selected by the directors, not exceeding \$100 to any one agent. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Frank Peck, Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

### **Farm Foundation—Scholarships for Supervisors**

The Farm Foundation offers 15 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay

one-half of the expenses or \$100, whichever is smaller, toward the expenses of one supervisor per State up to 15 States at the regional summer school in which the supervisory course is given.

The scholarship is open to men or women supervisors who take the course in extension supervision and who satisfactorily complete the work in the course.

Applications should be made by May 1 through the State directors of extension to the director of the regional extension summer school at the institution where the extension supervision course is given.

### **Horace A. Moses Foundation, Inc.**

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, two scholarships in each of the States and the territories to qualified professional staff members of the Cooperative Extension Service. Applicants are nominated by their respective State extension directors to a joint scholarship committee from the Cooperative Extension Service and the Foundation.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third time or more to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H or youth course plus others of his choice.

Applications are made through the State director of extension to the head of the Personnel Training Branch, Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C., by April 1.

### **National 4-H Club Foundation and Sears-Roebuck Foundation**

In 1954, for the third year, fifty scholarships will be made available to extension workers for training in human development education as the

result of a grant from the Sears-Roebuck Foundation to the National 4-H Club Foundation. The 6-week training program will again be held at the University of Maryland Institute for Child Study during its summer workshop, June 21-July 30, 1954.

The scholarships will be available to one man or woman extension worker from each State or Territory and will be granted only to persons who devote one-third or more time to work with or for youth. Applicant shall not have received one of these scholarships before. Size of scholarships will range from \$175 to \$225.

Application blanks may be obtained from the State extension director. Approved applications are to be sent by the State director to the Personnel Training Branch, Federal Extension Service, by April 1.

### **Sears-Roebuck Foundation Scholarships for County Club Agents**

Eight \$100 scholarships will be awarded by the Sears-Roebuck Foundation through the National Association of County Club Agents, two scholarships to each extension region, for attendance at a 3-week extension summer school or for other advanced study.

Men or women county club agents, associates, or assistants are eligible. Candidates may be previous Moses scholarship recipients. Preference will be given to those never having received a scholarship.

Candidates must agree to enroll in the 4-H or youth course if they have never had such a course. Recipients of this scholarship must be members of the National Association of County Club Agents.

Application forms are being distributed to all NACCA members; State Club leaders concerned will also receive an announcement and a copy of the application form.

Applicants should forward completed form to State Club leader by April 20. State Club leaders will select not more than two applicants and forward applications to chairman, Professional Improvement Committee, NACCA, by May 1. Checks will be sent direct to recipients by Sears-Roebuck Foundation.

# 1954

## Regional Summer School Offerings

### COURSES AND INSTRUCTORS

#### Colorado, June 28-July 16

Evaluation, Gladys Gallup  
Principles in development of youth programs, John Mount  
Principles and techniques in extension education, K. F. Warner  
Principles in development of agricultural policy, T. R. Timm  
Psychology for extension workers, Paul J. Kruse  
Individual farm and home development, Albert R. Hagan  
Administration and supervision in Extension, Fred Jans  
Techniques in television, Joe Tonkin  
Rural recreation, Stewart Case

#### Cornell, July 12-30

Extension evaluation, E. O. Moe  
Extension work with 4-H Clubs and young adults, R. C. Clark  
Leadership and group work, W. W. Reeder  
Extension information and communication, W. B. Ward  
Teaching in extension education, J. P. Leagans  
Marketing for extension workers, L. A. Bevan

#### Arkansas, June 28-July 16

4-H Club organization and procedures, George Foster  
Use of groups in Extension, Raymond Payne  
Use of information media, Frank Jeter  
Development of extension programs, J. W. Fanning  
Psychology for extension workers, C. H. Cross  
Public policies for agriculture, L. J. Norton

#### Wisconsin, June 7-25

Evaluation of extension work, E. O. Moe  
4-H Club organization and procedure, T. T. Martin  
Extension communications, M. E. White  
Development of extension programs, J. L. Matthews  
Public relations programs for Extension, William Nunn  
Extension methods in public affairs, J. B. Kohlmeyer  
Rural sociology for extension workers, Robert Clark

Philosophy of extension work, W. W. Clark

#### Prairie View, June 7-25

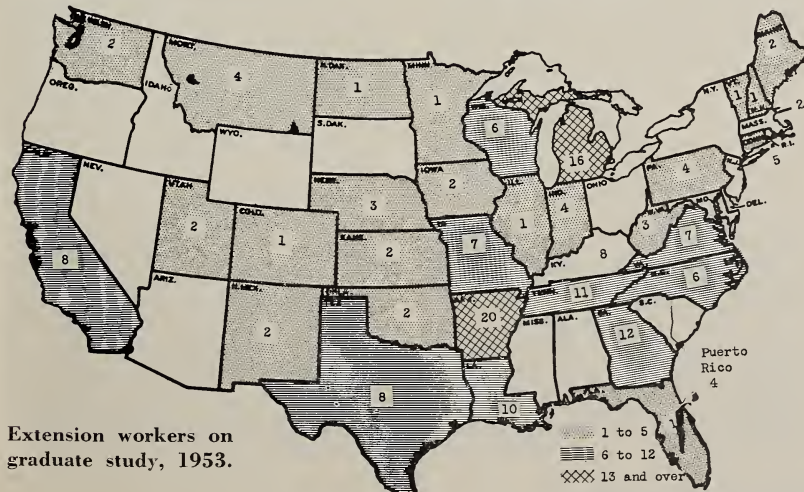
4-H Club organization and procedure, Ben Cook  
News, radio, and visual aids, Sherman Briscoe  
Development of extension programs, W. N. Williamson  
Rural sociology, W. R. Harrison  
Rural health problems, Thomas E. Roberson

#### Special Study Course in Group Work

The National Training Laboratory in Group Development will hold its usual 3-week summer laboratory session at Gould Academy, Bethel, Maine. These dates will be from June 20 through July 10.

The purpose of the training program is to help educational leaders to understand the existence and nature of the dynamic forces operating in the small group and to help them gain skill in operating more effectively in such a group. The training program is organized so, that each trainee group of 15 to 20 persons are enabled to use their own experience as a laboratory example of group development.

The NTLGD is sponsored by the Division of Adult Education Service of the NEA and by the Research Center for Group Dynamics of the University of Michigan, with the cooperation of faculty members from eight other universities. For further information, write to the National Training Laboratory in Group Development, 1201 Sixteenth Street NW., Washington 6, D. C.



## How Agents Are Trained

(Continued from page 32)

as assistant agents where they continue training under the direct supervision of the local agents and their supervisors. When vacancies occur, they are promoted to the position of field agents or associate agents.

In keeping up with the principle that continuous training is the surest route to maintain the personnel in full knowledge of modern techniques and methods for the conduct of a job, an *inservice* training program for field workers is developed every year, with the participation of specialists, supervisors, and others as trainers in different lines of activities. In our State Extension Service the *inservice* training program is the product of the deliberation of a committee on extension training and professional improvement in whose charge is the preparation of the program in consultation with agents, supervisors, specialists, and others.

The *inservice* training program includes human relations, extension methods, 4-H Club work, consumer education, use of fungicides and insecticides, pasture improvement, artificial insemination, education in co-operatives, and the grading and packing of tomatoes and pigeon peas.

A training on means and methods for better office management was also offered to county office clerks under the leadership of the administrative assistant and head of clerical personnel.

Another phase of our *inservice* training is that which concerns the training of some of our personnel in outside land-grant institutions. Every year a number of field workers, specialists, and supervisors are sent to regional summer schools in the mainland to attend short summer courses in different lines of activities. Every year we are represented in the group dynamics laboratory at Bethel. During the last 2 years some agents and supervisors have been sent to Arkansas, Wisconsin, and Maryland, under Moses, Farm Foundation, and Sears Roebuck Foundation scholarships for training on extension methods, program development, supervision, and human rela-

tions. Workshops and special training meetings and activities held on the mainland are regularly attended by Puerto Rican workers. Our 10 district supervisors and two general supervisors attended the last workshop on supervision held at Baton Rouge, La., during April 1953. Workshops on home demonstration work and training activities on special lines of interest have been regularly attended.

Two or three members of our staff go to some land-grant institutions on the mainland every year to pursue graduate studies in their lines of work, under our longtime *inservice* training program for extension people.

All our technical personnel have to be college graduates with a B.S. in agriculture or home economics as a minimum requirement. Nineteen of our staff people have master's degrees and two specialists have their doctor's degrees.

## Workshop on Human Relations

(Continued from page 33)

than looking at problems as seen in the present 4-H Club program. It led to the question, what are the developmental tasks of youth at the different stages; and how can the 4-H Clubs and young men and women extension programs aid in the accomplishment of these tasks? Further study of needs brought out again that the goals of young people, rather than those of adults and professional workers, are the key to successful programs. It also became very apparent that chronological age is not an accurate guide for deciding when young people are capable and interested in doing certain things. It helped to further prove the importance of a more complete understanding of human development, if extension work is to shift more completely to helping in the development of the individual rather than the "doing of things."

The laboratory offered an opportunity to study individual behavior through observation of 4-H Club members in actual club situations. It helped one to feel that acceptance of a person does not necessarily mean

acceptance of behavior. However, it does mean trying to understand what caused that behavior without judging the person.

The laboratory period offered a chance to experiment or practice using the "scientific approach" to answer the "why" of certain behavior patterns, through the use of anecdotal records for studying child behavior.

Contacts with others were among the stimulating phases of the workshop. The attitudes and methods of staff members clearly showed a practicable and workable use of the "democratic" methods in a class. This illustrated the importance of creating a favorable climate or group atmosphere for free interchange of ideas and the stimulation of individual thinking.

The 6 weeks' experience showed that we all need more experience and knowledge of giving lay leaders help in understanding others.—Elizabeth C. Davis.

## Techniques for Balanced Farm and Home Planning

(Continued from page 30)

the importance of farm and home planning, Extension's opportunity and responsibility in this field, farm and family living outlook, and the purpose of the workshop. The first afternoon was spent on a nearby farm that had previously been selected for use in the workshop. Detailed land use, crop and livestock production, income and expenses, food production and conservation, and other farm and home management data of the farm and home were made available. A tour of the farm was made, and every phase of its layout and operation was studied. The farmer and his wife were questioned about their plans.

The second morning was devoted to analyzing the data and the information obtained from the on-the-spot study of the farm the day before, and preparing a simple balanced farm and home plan for the farm.

The last afternoon was spent with each county group presenting its plan and answering questions and criticisms by the other groups. Some very interesting and lively discussions took place in these sessions.

# Have you read...



## Books That Help Me

### Wisconsin Agents Tell Why

GALLUP polls show that few people in this country read books. College graduates read about six books a year. About 1 adult in 5 interviewed in a 1949 poll were reading books (mostly fiction). Four out of 10 Americans interviewed in a 1950 Gallup poll said they read mystery stories more or less regularly.

Readership studies made by advertisers and educators show that most adults read a newspaper every day; about four out of five read magazines, but comparatively few people read books.

Extension studies show that county extension workers read few books outside of "duty" reading. They read more newspapers and magazines.

An extension editor who has recently written a best seller, writes, "I almost never read a book. Such reading as I'm able to get in during the busy days is mostly current stuff and some book condensations."

Here are two books recommended by Wisconsin home demonstration agents who apparently found time to read a book. In their own words they tell us why they like the book and how it helps them on their job.

#### **THELMA BAIERL** *Sauk County* *home agent, chooses*

THE COMPLETE HOME ENCYCLOPEDIA. Dorothy Pace, Caxton House Publishers, New York. 1947. 385 pp. illustrated. Miss Baierl writes:

"The Complete Home Encyclopedia

is an excellent reference book for every home demonstration agent as well as for every American housewife. This is a basic book filled with information on how to care for the home, how to improve its appearance, and how to do both at a minimum of cost.

"The author writes, 'Don't be dismayed at the thought of being your own decorator, repairman, or upholsterer just because you have never hammered a nail or repaired a leaking faucet or explored the interior of a love seat. Any person in good health, of normal intelligence and possessed of the ability to follow instructions can learn to do them.' Photographs and line drawings are used generously throughout the book for ease in understanding and following the instructions.

"Whatever the problem: household equipment, house plants, quilt making, draperies, refinishing furniture or floors, painting or wallpapering, stain removal, or getting rid of insects or rodents, The Complete Home Encyclopedia will supply you with a fund of information."

#### **MAMIE TILLEMA** *Green County* *home agent, chooses*

GUIDE TO EASIER LIVING. Mary and Russel Wright. Simon and Schuster, New York. 1951. 200 pp. illustrated in color and black and white. Miss Tillema writes:

"Furnishings which require 60 to 80 hours a week of a homemaker's time are challenged by authors Mary and Russel Wright in their new book,

Guide to Easier Living.

"Our way of life has changed," say the authors, "but our homes are still a reflection of the age of servants." The kitchen, they concede, has been scrutinized and includes labor-saving devices and time-saving planning. The rest of the home has been furnished without regard to the needs of the house and children, without regard to the problem of maintenance. Sounds like Extension's policy of 'family planning,' doesn't it? They suggest that manufacturers and chemists concentrate for a bit on the living phase of the home on such things as on clothes storage, recreation habits, floor coverings.

"This book is not a set of rules, but a tour through the house, room by room. All of the suggestions will not fit every home. Homes should be analyzed according to the family's living habits. A 'room to relax in' is planned in this book with suggested variations. Comfortable furniture, in contrast to overstuffed ornate furnishings, is illustrated, featuring ease of maintenance, easily moved pieces for vacuuming, with the minimum of dust-catching carvings.

"A great deal of emphasis is on good light. They recommend built-in lighting. They consider portable lamps a hazard: 'Their wires snarl furniture and trip the feet, their reflector globes are moth cemeteries and spider havens, their bases are soon scuffed; their shades soil, tear, and are always tilted by someone who really needs light.'

"Constructive suggestions are made throughout the book to remedy many of the ills of our living quarters. We may not find all of these ideas feasible, unless we are in the process of building our own homes, but we will find much that agrees with good home management practice."

• Leo R. Arnold, a distinguished agent who received a superior service award from the U. S. Department of Agriculture for his work in soil conservation in 1950, died only 8 days after his retirement. He was well known for his work in bringing shifting, sandy lands along Lake Michigan back into production of crops and forest.

UNITED STATES  
GOVERNMENT PRINTING OFFICE

DIVISION OF PUBLIC DOCUMENTS

WASHINGTON 25, D. C.

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID  
PAYMENT OF POSTAGE, \$300  
(GPO)

# Opportunity for You



Colorado A. & M. 195  
Wisconsin 149  
Cornell 74  
Prairie View, Tex. 82  
Arkansas 122

Summer schools for extension workers are located in each region as shown on the map above with enrollment figures indicated. Some prefer to see

another part of the country as they train for greater service. Others find it more practical to stay near home. Representatives from nearly every State are found at summer schools. The number who attended from your State last summer is shown in the table at the right. The list of courses and instructors to be offered this coming summer is on page 45.

Alabama	14
Arizona	0
Arkansas	38
California	10
Colorado	21
Connecticut	7
Delaware	1
Florida	4
Georgia	15
Idaho	8
Illinois	13
Indiana	27
Iowa	16
Kansas	19
Kentucky	8
Louisiana	33
Maine	4
Maryland	14
Massachusetts	7
Michigan	7
Minnesota	15
Mississippi	14
Missouri	11
Montana	10
Nebraska	12
Nevada	0
New Hampshire	2
New Jersey	3
New Mexico	6
New York	15
North Carolina	4
North Dakota	10
Ohio	21
Oklahoma	8
Oregon	7
Pennsylvania	6
Rhode Island	2
South Carolina	50
South Dakota	3
Tennessee	22
Texas	52
Utah	5
Vermont	2
Virginia	31
Washington	7
West Virginia	4
Wisconsin	26
Wyoming	1
Alaska	0
Hawaii	1
Puerto Rico	6